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ABSTRACT

This manual is intended to help organizations design training programs that assist in the achievement of affirmative action. These topics are discussed in section I: the importance of work force diversity; recruiting and training women and minority employees at all levels of the organization; and the costs and benefits of training as an affirmative action strategy. Section II describes a general systems approach to training design. It illustrates the "Training as an Affirmative Action Strategy" (TAAS) systems model as it was used to create the Career Development Program for Minority Staff at the Ohio State University. Areas covered include the following: needs analysis, goal setting, program concept, gain support, training design, recruitment and selection, preimplementation and implementation, program evaluation, and program dissemination. A sample training outline presents topics, training time, and competency. Section III discusses the construction of the TAAS model and explains how readers can use it to develop training programs for selected employment areas or offices within their own organizations. It expands upon the areas introduced in section II and includes a sample worksheet to help guide readers as they practice the systems model technique. An annotated reading list contains 27 information sources. (YLB)

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TRAINING AS AN AFFIRMATIVE ACTION STRATEGY

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SECTION I

THE IMPORTANCE OF WORKFORCE DIVERSITY

The last two decades have seen the start of a dramatic shift in the demographic structure of the U.S. workforce. The workforce clearly is becoming increasingly diverse and the traditional white male-dominated work environment has begun to fade. Fullerton (1988), for example, predicts that women will make up nearly 47% of the U.S. workforce in the year 2000 and will account for nearly 64% of the workforce growth between 1986 and 2000. Minorities will also play a significant role in the demographic shifts. Fullerton predicts that minorities will make up over 25% of the workforce by the end of the century and will account for nearly 60% of the workforce growth through the year 2000.

However, the rapid growth in workforce numbers clearly has not helped either women or minorities achieve employment success. Labor statistics for 1985, for example, show that women hold almost 70% of all white collar jobs but less than 10% of all executive positions (Raynolds, 1987). Johnston and Packer (1987) reported that nearly one-third of all working women in 1980 worked in jobs held predominantly by women. U.S. workforce predictions also paint a bleak picture for minorities, particularly Blacks and Hispanics. Johnston and Packer (1987) and Kutscher (1988), for example, reported that these groups will continue to be over-represented in dying occupations and under-represented in growing occupations.

Although women and minorities have not yet translated the positive demographics into large-scale employment success, a concurrent slowing in workforce growth may finally bring the needed change. As organizations are forced to compete for talented employees, the value of a diverse workforce that includes women and minorities should become more evident. Organizations that cannot or will not adapt to this diversity will have difficulty recruiting and retaining good employees.

Colleges and universities must also respond to the increase in workforce diversity if they want to keep good workers and reap the rich benefits of diversity. Everyone in the higher education community shares responsibility for the recruitment, retention and development of women and minority faculty and staff. Colleges and universities now generally view affirmative action less as enforced compliance and more as a valued objective for the institution and its student, faculty and staff constituencies. Organizations must pursue affirmative action goals for all of these constituencies because the degree of diversity in each group clearly affects the others. Students, for example, need representative role models on the faculty. The lack of women and minorities in staff roles, or occupational segregation within prescribed roles, sends negative messages to employees about the organization's commitment to diversity.

Although the strategies used to achieve diversity can vary, the three cornerstones of most affirmative action strategies include recruitment, selection and retention. However, the use of training to achieve affirmative action can and should be included as a fourth cornerstone of any organization's affirmative action plan.

A LOOK AT THE INTERNAL LABOR POOL

It is an unfortunate truth that most organizations exhibit too much job segregation. Much of the popular and professional literature, for example, discusses the celebrated "glass ceiling," that women and minorities often cannot break. In colleges and universities, the phrase, "the higher, the fewer" refers to the sparse representation of women and minorities in the top leadership ranks of staff and faculty. At The Ohio State University, for example, the 1988 university workforce analysis shows that women make up 53.6% of the total university staff, but hold only 38% of the executive positions and 7% of the full professorships. Minorities make up 17.7% of the total university workforce but hold only 9% of the executive positions and 7% of the full professorships.

Segregation also exists in the general workforce distribution. Again citing the Ohio State University 1988 workforce analysis: Black employees hold over 50% of the service and maintenance positions. However, Blacks hold less than 6% of all the professional non-faculty positions and 3% of faculty positions. Similarly, women hold 87% of the clerical positions at the university, but only 31% of the faculty positions and 6% of the skill positions.

In addition to the issue of organizational workforce's sexual and racial composition, administrators must also consider the perception of career opportunities held by women and minorities. Most colleges and universities, for example, have a rather flat hierarchical structure, which limits the opportunities to move "up" in the organization or from one employee classification to another. In addition, budget and demographic constraints will probably limit internal mobility within higher education during the foreseeable future. In many public universities, employees also face the career-inhibiting limitations of civil service systems. As a result, women and minority employees often see "career opportunities" as a futile and frustrated dream.

In the short run, external hiring strategies certainly can help organizations meet affirmative action goals. However, the occupational segregation that affects women and minorities will continue to limit the pools from which organizations draw external applicants. In addition, women and minority employees who remain stuck in their current jobs while the organization searches for "qualified" applicants will continue to feel career-related frustrations. A better long-term affirmative action strategy that will strengthen the organization and can help women and minorities understand the career paths and opportunities that exist for them is to provide training and development opportunities that address the specific needs of their groups. Universal professional development programs, for example, may provide few benefits for secretaries or technical employees who need to develop specific knowledge or skills to move from their current job classification. Of more value are programs designed primarily to identify, recruit and train women and minority employees at all levels of the organization. Such programs will open new career paths and opportunities for women and minorities, develop an organization-wide sensitivity to affirmative action, improve women and minority morale and help administrators realize that talented and motivated women and minorities exist at all levels of the organization.

TRAINING AS AN AFFIRMATIVE ACTION STRATEGY: COSTS AND BENEFITS

The use of training as an affirmative action strategy requires an approach to program development and implementation that differs somewhat from the approach usually used in the training field. Training for affirmative action programs must be developed, designed and made available specifically for underrepresented groups within the job, field or department for which the training is intended. The training must reflect in its content and delivery the gender, racial and ethnic issues and concerns of the group or groups participating in the training. Finally, the training must reflect a commitment to provide continuing support for successful participants in job networking, mentoring or other career development support.

The development of training programs often requires a large financial investment. Most of these expenses originate with the costs of the staff time required to determine training needs and to develop, design and implement the program. In addition there are production costs associated with the training materials, and overhead expenses associated with the facilities used to design and implement the program. Finally, administrators must consider the wage costs associated with the program participants and the cost of lost productivity while the participants are involved in training. Although an organization has a right to expect the training to return some measurable financial benefit, it cannot always state training's costs and benefits in financial terms. In those cases, it may be appropriate to determine the costs to the organization if it does not implement the training.

It is similarly difficult to place a financial value on the use of training as an affirmative action strategy. Although the development of training programs may be expensive, the non-financial benefits which the individual, department and institution may gain are great. For example, women and minority employees who participate in training programs have a way to increase their skills and knowledge through ow-cost, accessible training within their own organization and may find that new career advancement opportunities become available to them.

The opportunity to help develop and implement training programs can serve as a career development tool for selected staff members and may help clarify "what they know and how they do it." The training may identify future staff members for the department in which the training occurs or help administrators better understand the talents and abilities of the women and minorities selected for the training. The department staff may gain a greater understanding of affirmative action issues and the concerns of women and minorities within the department. Finally, making a commitment to training may build morale because it identifies the department as a unit which is a good place for women and minorities to work.

The use of training as an affirmative action strategy also pays dividends to the institution. First, training represents a cost effective way to achieve long-term affirmative action goals. Second, the training enables the organization to retain qualified and committed employees who already are oriented to the organization's values, structure, policies and procedures. Finally, the training may improve overall staff morale because of the perception that career paths and opportunities exist even when overall internal mobility is limited.

SECTION II

A GENERAL SYSTEMS APPROACH TO TRAINING DESIGN

Training programs often seem to follow a hit-or-miss approach to meeting training goals. This may occur because diverse populations within the workforce create different demands of the training process or perhaps because administrators are unable to understand those needs. Administrators, for example, may have major concerns about developing women and minority employees, but no way to focus those concerns enough to move ahead with the training. A general systems model can improve the training program by helping non-trainers think through the steps needed to design and implement the program. A general systems training model is a comprehensive and sequential series of activities that helps integrate the training elements into a logical process. By using organizational and individual needs analyses and specific, measurable objectives, even administrators with no training experience can use general systems models to develop programs that make effective use of physical and human resources and are adaptable, easy to evaluate and developmental in nature.

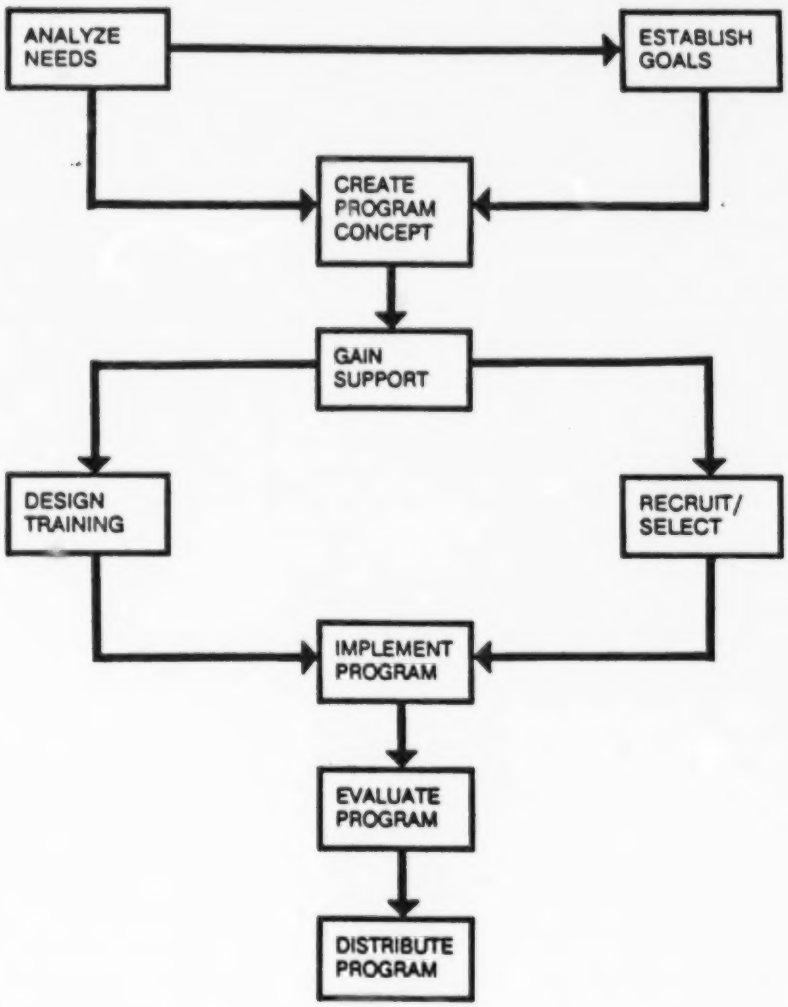
As useful as general systems models may be, they seldom can provide a perfect picture of the real world. However, the models need not be perfect. They exist to simplify the task of performing a complex job. A properly designed model can help users understand complicated situations and break those situations into a series of more manageable parts. The training model presented in this manual is a form of general systems model. It breaks a training problem into nine components arranged in a hierarchy that follows the logical flow of training design. Each component contains a comprehensive sequence of questions that provides the user with a manageable, step-by-step method to develop training programs. The model does not tell the user how to perform each step of the training design process. However, it will steer the user in the right direction and toward the correct resources to perform the design process. Hopefully, this model will help even non-trainers see the benefits of systems models and help them participate and contribute whenever their input is needed.

THE MINORITY CAREER DEVELOPMENT TRAINING PROGRAM

The Career Development staff at the Ohio State University developed a systems approach to training when they needed to design a special training program for minority staff employees. In the field of Career Planning and Placement, where white women predominate, there is an acute need for minority career counselors. The staff knew that the presence of a minority career counselor in the Office of Career Development would provide the opportunity for a strong role model for minority employees trying to make important career and life decisions. After learning that minorities make up less than 3% of all counseling personnel in higher education, the staff realized that hiring someone external to the university was a less than optimum strategy. The staff instead turned to the university's internal workforce and decided to develop its own program to increase the number of minorities in the field of Career Planning and Placement.

In 1988, the Office of Career Development developed Creating Options: A Career Development Program for Minority Staff. They then recruited and trained five minority employees in an intensive twelve week program in which the participants acquired a strong theoretical knowledge base in career and adult development theories, career resources, assessment techniques and counseling skills. The staff created the program following the general guidelines of the model described in this manual. Exhibit 1 provides the general form of the "Training as an Affirmative Action Strategy" system model. The following pages illustrate the model as it was used to create the Career Development Program for Minority Staff.

TRAINING AS AN AFFIRMATIVE ACTION STRATEGY SYSTEM MODEL



TRAINING AS AN AFFIRMATIVE ACTION STRATEGY
Model and Example

Needs Analysis

- What specific needs do we want to address?

  1) *Increase the multicultural diversity of the career development staff.*
  2) *Promote minority interest in the career planning and placement field.*

- Do we have data which show that these needs exist?

  1) *We have no minority counselors on the Career Development staff.*
  2) *Fewer than 3% of all counselors in higher education are minorities.*
  3) *Our sampling of large universities indicates an average of one minority career planning professional at each school.*
  4) *Ohio State has a low percentage of minority students in graduate programs related to career planning and placement.*

- What will happen if we do not correct this situation?

  1) *We will have difficulty achieving staff diversity.*
  2) *The shortage of minorities in career planning fields will continue.*

- What approaches to meeting this need have we considered?

  1) *We could recruit a minority counselor from outside the university.*
  2) *We could develop our own training program for minorities to explore the field of career planning and placement.*

- Is training the best approach to meet our needs? Why?

  1) *Yes. It is a cost effective way to increase minority interest in career planning and placement and should improve our prospects for hiring a minority counselor.*

- What obstacles exist that could make it difficult to develop and implement a training program?

  1) *We do not have the financial resources to develop an entire program.*
  2) *Our training staff is too small to take on a project this large.*

- How can we overcome these obstacles?

  1) *We can obtain the necessary financial resources by securing an affirmative action grant.*
  2) *We can "borrow" personnel from other departments to supplement our staff trainers.*

Goal Setting

- What general training goals do we want the program to achieve?

  1) *Enable minority employees to explore the field of career planning and placement as a possible career choice.*
  2) *Increase the pool of minority candidates for career planning positions.*
  3) *Provide minority employees with opportunities to develop individual career development skills.*
  4) *Encourage similar projects at other educational institutions and in other departments at the Ohio State University.*

Program Concept

- How should we determine what topics to include in the training program?

  1) *We will use brainstorming sessions to suggest topics and rely on the staff's experience to select the appropriate program topics.*

- What topics should the training program include to help us meet our goals?

  1) *Individual counseling skills.*
  2) *Career planning resources.*
  3) *Standardized and nonstandardized assessment techniques.*
  4) *Career and adult development theory.*
  5) *Small-group facilitation and workshop design.*
  6) *Resume and cover letter writing.*
  7) *Job search strategies and interviewing skills.*
  8) *Counseling special populations.*
  9) *Personal and professional development.*

- What training resources do we have?

  1) *The skills and materials necessary to train groups and individuals.*
  2) *Functioning workshops on career/life planning, job search strategies and resume/cover letter writing.*
  3) *A career resources library.*
  4) *Facilities for career and interest assessments.*
  5) *Computerized career exploration systems.*
  6) *Audio-visual equipment.*

- How much money can we spend on training?

  1) *The Office of Career Development will pay for the cost of training materials. All staff expenses will be "donated" by the employing units. The grant monies will pay for the dissemination of information about the training program.*

- What training facilities do we have?

  1) *The Office of Career Development maintains two classrooms, a career resources library and small office space for the participants.*

- Can we use department materials and equipment in the training program?

  1) *Yes.*

- Do we have the skills and/or resources to design and conduct the training?

  1) *Yes. Several members of the Career Development staff have extensive counseling and training experience.*

- Which administrative and staff personnel can help us with the program?

  1) *The entire Career Development staff will help develop and conduct the program.*

- Can we use our own staff to conduct the training?

  1) *We could, but we can increase the richness of the training experience by also using trainers from other departments on campus.*

- Will we need outside assistance to design and conduct the program?

  1) *We will need trainers from other departments to supplement our staff and minority consultants to ensure that minority needs are addressed.*

- Where can we find outside assistance?

  1) *We will use two minority consultants from other campus departments and will supplement our staff with trainers from other departments.*

- What kind of timeline do we need?

  1) *We will need three months for program design and participant recruitment and selection.*
  2) *The training program will meet for twelve consecutive weeks.*

- How soon must the training begin?

  1) *The training should begin during Summer quarter, when participants will have easier access to work release time.*

- What deadline do we have for completing the training?

  1) *The training must be completed before Autumn quarter begins.*

- How much training time can we allow?

  1) *We are limited to a three month maximum program length.*

- How large a block of time during work hours will supervisors and participants allow for training?

  1) *We will try to obtain a four hour block of work release time.*

- Should we offer the training on department time or employee time?

  1) *The program will require four hours of department work release time and four hours of participant off-work time each week.*

Gain Support

- From which managers and other key constituencies do we need support and commitment?

  1) *The Executive Officer, Office of Human Relations.*
  2) *The supervisors of the participants selected for the program.*

- What must we do to gain their commitment?

  1) *We must provide a rationale for the training program.*
  2) *We must present a well-developed program concept and design.*

- How do we obtain their financial support?

  1) *The Executive Officer, Office of Human Relations has approved the subsidization of training costs by the Office of Career Development.*
  2) *We can propose an affirmative action grant from the Office of Human Relations to finance the dissemination phase of the program.*

Training Design

- What specific content do we want to teach?

  1) *See the attached Training Outline.*

- At what level of behavior, knowledge, performance or attitudes will the participants begin the program?

  1) *The participants generally are expected to have:*
     a) Significant work and life experiences.
     b) An interest in career development.
     c) An interest in working with and helping people.
     d) A four-year college degree or equivalent education/experience.
     e) Little prior knowledge of the program instructional content.

- What specific performance competencies, or observable changes in behavior, knowledge, performance or attitudes should participants develop by the end of the program?

  1) *See the attached **Training Outline**.*

- How can we best present the instructional material?

  1) *Our presentations will use a combination of instructional formats, including:*
     a) Lectures.
     b) Group and panel discussions.
     c) Structured experiences and role plays.
     d) Computerized job/career information programs.
     e) Participation in other Career Development workshops.
     f) Field trips and observation of the Career Development staff at work.
     g) Observation.
     h) Training notebooks and learning logs.
     i) Paper/pencil assessments.

- How much time should we spend on each subject?

  1) *The training program will consist of 96 instructional hours.*
  2) *See the attached **Training Outline** for a breakdown of instructional hours by topic.*

- How can we best provide a learning environment supportive to adults?

  1) *Involve the participants in exercises which require their participation.*
  2) *Make the content relevant to the participants' life experiences.*
  3) *Encourage the participants to relate their own experiences.*
  4) *Maintain an informal learning environment.*
  5) *Use a variety of training methods.*

- How can we best model the concepts we want to teach?

  1) *Give honest and open feedback to the participants.*
  2) *Allow the participants to observe trainers in non-training situations.*
  3) *Create structured role plays based on personal experiences.*

- How can we most actively involve the participants in the learning process?

  1) *Encourage the participants to comment throughout the program.*
  2) *Use structured experiences that require active participation.*
  3) *Provide opportunities for the participants to model the instruction.*
  4) *Invite the participants to practice their skills outside the classroom.*
  5) *Provide opportunities for the participants to pursue optional learning activities.*

- Can we conduct the training in a way which builds upon what the participants already know?

  1) *Yes. We can encourage the participants to build their new knowledge on their own experiences and knowledge.*

- What training materials must we produce?

  1) *We will use existing training materials wherever possible.*
  2) *We will create new training materials as needed.*

- In what order should the program content be presented?

  1) *See the attached Training Outline.*

- Does the sequence of instruction flow smoothly between subjects?

  1) *Generally yes.*

- Does the sequence of instruction follow a "building-block" approach, with each lesson serving as a foundation for the next lesson?

  1) *Each instructional topic generally builds on the instructional content in preceding topics.*

- When should we evaluate the training program?

  1) *We will conduct session evaluations at the close of each class.*
  2) *We will conduct a full program evaluation during the last week of the training program.*

- Who should perform the evaluations?

  1) *The participants will evaluate the content and instruction.*
  2) *The Career Development staff will conduct an in-depth self-evaluation at the end of the program.*

- What evaluation instruments should we use?

  1) *We will develop evaluation questionnaires.*

- Do the evaluation instruments provide us with specific, discernible data?

  1) *The qualitative data obtained will supply adequate data to report program outcomes and provide guidelines for modifying the program.*

- Do the participants seem able to meet the performance objectives?

  1) *Yes.*

- Does our design allow us the flexibility to make changes during the course of the program?

  1) *Yes.*

- Are there any other specific design issues to address?

  1) *No.*

Recruitment and Selection

- How many staff members at one time can we allow to participate in the training program?

  1) *The optimal group size is three, given the constraints of time, program length and budget.*

- How should we inform the staff about the program?

  1) *We will mail program announcements to all university staff.*
  2) *The Career Development staff will recruit selected individuals.*
  3) *The campus newspaper will publish an article about the program.*
  4) *Orientation sessions will explain the program in more detail to interested staff.*

- Should we personally recruit participants or rely on recruitment flyers and media announcements?

  1) *Both.*

- What selection process should we follow?

  1) *Applicants will submit non-traditional written applications, in which they describe career goals and non-classroom learning experiences relative to counseling and career development.*
  2) *Each applicant will receive two personal interviews, each an hour long, with two separate interview teams.*

- What selection criteria will we use to select the program participants?

  1) *Formal education and/or related work, learning or educational experience.*
  2) *Formal and informal counseling skills.*
  3) *The ability to think and write clearly.*
  4) *A genuine interest in people.*
  5) *A prior interest in job and career issues.*
  6) *The overall quality of the application.*
  7) *The "fit" between the applicant's career goals and the program goals.*
  8) *The ability to handle multiple roles and demands.*

Pre-Implementation/Implementation

- Who will conduct the training?

  1) *The program will be coordinated by the Career Development staff.*
  2) *The trainers will include 4 staff members and 12 experts from other campus units.*

- Where will we conduct the training?

  1) *All classes will meet in Career Development's Rightmire Hall classrooms unless otherwise stated.*
  2) *The class sessions that describe career and job resources and computerized career information programs will be taught in the Career Development career resources library.*
  3) *The field trips to off-campus career planning offices will be discussed at appropriate points in the program.*

- When will we begin the training program?

  1) *We will begin recruiting participants for the program will during March 1988.*
  2) *We will conduct several orientation sessions that describe the program during early April.*
  3) *April 22 will be the deadline for written applications.*
  4) *We will conduct in-depth interviews with several applicants during early May.*
  5) *The training program will begin June 15.*

- What are the specific meeting times?

  1) *The daytime training sessions generally will meet on Thursdays from 8 am-12 pm.*
  2) *The evening training sessions generally will be held on Tuesday or Wednesday, from 5:30-9:30 pm.*
  3) *Any changes to this schedule will be described at appropriate points in the program.*

- What time off arrangements must we make to ensure participants can attend the training sessions?

  1) *Since the daytime sessions will meet during normal working hours, program participants will need release time from work. The Career Development staff will make the appropriate arrangements with the participants' supervisors.*
  2) *Since the evening sessions will meet during non-working hours, the participants must make their own arrangements.*

Program Evaluation

- Should the evaluation procedure include the:
  a) Training staff?
  b) Participants?
  c) Supervisors?

  1) *The Career Development staff will conduct a self-assessment of the training program.*
  2) *During the last week of the program, the participants will be asked to give substantial feedback on every phase of the program.*
  3) *Supervisors will be invited to a follow-up session, where they will be asked about the impact of the program on their departments.*

- Who should receive the feedback on the program evaluations?

  1) *Feedback will go to the Career Development staff.*
  2) *An overall program evaluation will be reported to the Office of Human Relations and those who provided funding.*

- What topics should the program evaluation procedure cover?

  1) *How do the evaluators feel about the instructors, instructional methods, course content and facilities?*
  2) *Can we measure any changes in participant knowledge, performance, behavior or attitudes?*
  3) *How has the program helped the participants, their department and the university?*
  4) *If we offer the program again, of what problems should we be aware?*
  5) *How can we make the training more effective?*
  6) *What does the evaluation tell us about our program goals, concepts, training design and implementation.*

- Should we continue to follow-up with the participants?

  1) *Yes.*

- What form should that follow-up take?

  1) *Regular contact to help participants pursue their stated goals.*
  2) *Hold individual and group follow-up sessions to discuss the lasting effects of the program and discuss how to improve future programs.*
  3) *Ask for participant input on future phases of the project.*
  4) *Invite participants to act as co-presenters for seminars, conferences and workshops.*

- Should we implement the program again?

  1) *Yes.*

Program Dissemination

- To whom should we report our training results?

  1) *Executive Officer, Office of Human Relations.*
  2) *The Office of Career Development Advisory Board.*

- Should we disseminate information about the program both internal and external to the university?

  1) *Yes. We will present the information to administrative units internal and external to the university that are interested in developing their own training programs.*

- What methods should we use to disseminate this information?

  1) *Create a video about the program.*
  2) *Deliver presentations and seminars to appropriate university administrators about the program and the use of the training model as an effective tool to achieve affirmative action.*
  3) *Deliver presentations at conferences.*
  4) *Prepare program training manuals that can be used in other higher education institutions.*
  5) *Prepare and submit articles about the program to appropriate academic journals.*

TRAINING AS AN AFFIRMATIVE ACTION STRATEGY
SAMPLE TRAINING OUTLINE

TOPIC: Orientation to the program

TRAINING TIME: 4 hours

COMPETENCY:

- Understand the program goals and requirements.

TOPIC: Career Development Office workshop: Career/Life Planning

TRAINING TIME: 12 hours

COMPETENCIES:

- Explain the Career Planning process.
- Describe effective career decision-making strategies.
- Help clients identify barriers to career decision-making.
- Help clients identify and set short-and long-term career goals.

TOPICS: Standardized assessment
Career development theories

TRAINING TIME: 6 hours

COMPETENCIES:

- Select and use appropriate standardized assessment inventories.
- Assess skills, interests and values using standardized assessment.
- Describe the four dimensions of the Myers-Briggs Type Indicator.
- Develop an understanding of Super's self-concept theory and Holland's theory of vocational personalities and work environments.

TOPIC: Non-standardized assessment

TRAINING TIME: 2.5 hours

COMPETENCY:

- Assess skills and interests using non-standardized assessment.

TOPIC: Group facilitation skills

TRAINING TIME: 3 hours

COMPETENCIES:

- Facilitate small group discussions.
- Help workshop participants identify their skills, interests and values.
- Identify and establish clear workshop goals.
- Describe the main elements of an effective workshop design.
- Evaluate a workshop and the skills of the facilitator.

TOPICS: Career Development Office workshop: Resume and Cover Letter Writing
Job search strategies

TRAINING TIME: 7 hours

COMPETENCIES:

- Help clients write effective resumes and cover letters.
- Help clients organize job searches and prepare for job interviews.
- Help clients develop the skills necessary to effectively market themselves during interviews.
- Help clients develop effective interview follow-up skills.

TOPICS: Job and career exploration resources
Computerized career information systems

TRAINING TIME: 8 hours

COMPETENCIES:

- Explain the primary techniques to investigate career options.
- Help clients identify the resources and strategies to use in expanding career/job options.
- Help clients integrate career and labor market information into their career plans.
- Locate, know the limitations of, and utilize career, labor market, training resources and information.
- Know how to use computerized career exploration resources.

TOPIC: Adult development theories

TRAINING TIME: 2 hours

COMPETENCIES:

- Demonstrate an understanding of one major adult development theory.
- Identify major issues facing adults in career transition.
- Develop counseling strategies which incorporate an understanding of adult development.

TOPICS: Individual counseling skills
Videotaped counseling role play

TRAINING TIME: 8 hours

COMPETENCIES:

- Create a counseling environment of trust and safety.
- Help clients identify motivators that will encourage them to act on identified goals and objectives.
- Implement follow-up counseling activities.
- Keep records of counseling sessions and progress, counseling outcomes and basic demographic data.

TOPIC: Career Development Office workshop: Interviewing Skills

TRAINING TIME: 3 hours

COMPETENCIES:

See preceding topics: Individual counseling skills; Job search strategies

TOPIC: Counseling special groups

TRAINING TIME: 6.5 hours

COMPETENCIES:

- Identify common stereotypes and biases related to the special populations focused on during the training.
- Define career counseling issues unique to the special populations.
- Demonstrate the importance of valuing and respecting differences.
- Demonstrate an understanding of the competencies necessary to effectively provide career counseling to special populations.

TOPICS: Career planning and placement as a professional field
Field trips

TRAINING TIME: 9.5 hours

COMPETENCIES:

- Describe the organization of Career Planning functions at The Ohio State University.
- Explain differences between career services offered at The Ohio State University and a small college or university.
- Explain the academic and professional credentials necessary to entering the field of Career Development.

TOPICS: Program evaluation
Individual goal setting

TRAINING TIME: 4 hours

COMPETENCIES:

- Identify individual strengths during interactions with others.
- Assess individual progress in meeting stated competency goals for the Minority Training Program.
- Write individual short- and long-term career goals.

TOPIC: Miscellaneous activities and unstructured time

TRAINING TIME: 20 hours

COMPETENCIES:

- Practice competencies learned in class

SECTION III

A MODEL AND GUIDE FOR DEVELOPING IN-HOUSE TRAINING PROGRAMS

This section of the manual discusses the construction of the Training as an Affirmative Action Strategy systems model and explains how the readers can use it to develop training programs for selected employment areas or offices within their own organizations. This section also includes a sample worksheet to help guide readers as they practice the systems model technique.

Needs Analysis

Organizations annually spend millions of dollars curing the symptoms of problems without knowing the cause. When an organization's needs are correctly identified, it can more effectively design corrective action plans that work. Before program developers or administrators can make any logical decisions on what a training program should or should not do they should determine the organization's current needs and decide if training really is the appropriate strategy for dealing with those needs. Administrators must decide, for example, if internal staffing changes, job redesign or organizational change techniques may better meet the organization's needs. Organizations should use training interventions if they are justified, but just for the sake of doing training.

The systems model contains seven questions that will help administrators analyze their current situations to determine if problems really exist, whether training is the appropriate way to deal with the problems and what obstacles exist that could hamper a training solution to the organization's problems. This step ensures that administrators have a good understanding of the present situation before they make potentially time-consuming and expensive decisions. The model does not lead the user through an actual needs analysis because the process would be far too burdensome. The reading list at the back of this volume contains several excellent resources that will guide the user through the needs analysis process.

Goal Setting

If the Needs Analysis step confirms the need for training, the model directs the user to establish goals for the training program. Since adults continuously experience change in themselves, their families and in their work, the program goals should be general enough to cover a wide spectrum of adult development and identify in general terms the overall intent of the program. The Ohio State program discussed in the previous section, for example, discusses program goals in general terms such as "provide opportunities for career development" and "encourage similar projects at other institutions." In summary, goal setting gives the program a broad focus. Specific objectives will receive attention later in the process.

Program Concept

During the program concept stage, the program developer must gather logistical data and build support for the program. The systems model includes seventeen questions that address seven key program issues: the topics the program should cover, the available training resources, the amount of funding available, the size

and adequacy of the training facilities, the availability and expertise of current staff, the need for outside assistance and the time factors involved with the actual operation of the program. The answers to these questions should furnish program developers with enough information to outline a general program design, produce a close approximation of the necessary physical, financial and human resources and provide managers and program funders with a rationale for the program.

Gain Support

This is perhaps the most important step in the model for without the support of key managers and constituencies, even the best programs will not get off the ground. The model asks only three questions in this stage, but these questions are important: Who are the key players, how do we get their support and how do we get them to help pay for the program? The person responsible for selling the program to the key players must analyze the players and then translate the program idea into benefits for the players. The developer must also make it clear to the players specifically what is needed from them in terms of support and funding. A key part of the support-building process includes the active participation of the key players in the program. If the developers, for example, encourage the active involvement of the supporters in the program review, participant selection or evaluation process, they dramatically increase the probability of gaining financial support and implementing the program.

Training Design

The first phase of training design involves the creation of a course outline that identifies the specific training content the program should cover. The program designer then transforms these content issues and concepts into specific learning objectives, stated in terms of what the participants should accomplish during the program duration. The program designer must then identify and select the most appropriate methods of instruction that will facilitate the accomplishment of these objectives and organize the training into a logical sequence of instruction. The program designer then converts the course outline into a complete set of training materials that includes lesson plans, participant materials, instructional aids and evaluation forms. This phase of the training design stage also generally include logistical details about the participants, training facilities and training materials.

The systems model includes twenty questions that separate the two training design phases into thirteen core issues such as course content, performance objectives, training competencies, presentational strategies, learner motivation, participant involvement, performance objectives, material production and lesson evaluation. Since several workable models and strategies for instructional design exist, the systems model focuses the user on the specific issues of importance in this stage. Guidance in developing instructional materials and strategies can be found in this manual's reading list.

Recruitment and Selection

Choosing the participants for a training program is not as easy as it may at first appear. If administrators select employees for training solely on the need for performance change, two undesirable outcomes are likely. Employees may view training as a way to escape from work. In addition, if administrators select only

employees with poor work performances for training, poor work performance will be reinforced. Employees may view the training as a punitive process and their long-term performance will continue to suffer.

The systems model asks five questions in this stage of the development process. The administrator or program developer first must ask how many employees can attend the training. This may depend on the size of the training facility, the number of employees who need training or the number of employees the organization can spare from other work assignments at any given time. The model then asks how to advertise the program, recruit participants and establish an application and evaluation process that ensures every applicant of fair and equal consideration for the program.

Implementation

The implementation stage of the training model deals with several logistical aspects of putting the training program into action. The five questions consider who will conduct the training, where the training facilities are located and when the training will take place. It also considers the often sensitive issue of time off for trainees and how to ensure that the appropriate arrangements are made.

Program Evaluation

The program evaluation stage occurs after the completion of the training program and gives the program developers, supporters and funding providers a method to measure the overall effectiveness of the program. This stage deals with the ability of the program to accomplish stated goals and objectives and meet the needs of the organization. Four levels of measuring this ability exist. The evaluators must determine if the trainees enjoyed the training, whether the trainees learned anything in the program, whether the trainees use what they learned on the job and whether using the learning makes any difference in the organization's performance.

The program evaluation stage provided in this model asks six questions to help guide the evaluation process. The model asks who should conduct the evaluation, who should receive the evaluation information what the evaluation should cover, and whether their should be a follow-up sometime in the future. The model essentially asks if the program worked as it was designed to work, what problems occurred during the process and how to modify the program design based on the feedback. Finally, the model asks what future steps should be taken to ensure the long-term success of this program and possible follow-wp programs.

Program Dissemination

The final step in the systems model is the dissemination of information about the program. Although the dissemination stage often is of little interest to the program developer, this stage should not be ignored. Once the program has been completed and evaluated, a summary of the program and its results should be reported to managers, fundraisers and other key constituencies. This not only helps them review program importance, the courtesy of a formal follow-up may ensure that support and funding are available for the next program.

WORKSHEETS

The enclosed model and worksheet empower the user to ask the right questions and seek out the right tools to design training programs. The user should proceed through the worksheets and answer each question as it is asked. Some questions can be easily answered. Other questions will need some background research before they can be answered. Finally, some questions will require the developer to use formal program development techniques. The reading list at the end of the manual contains many excellent information sources that can guide the user in the right direction. As experience and comfort level with this model increase, program developers will realize the value and versatility of the systems model for training development and design.

WORKSHEET

Needs Analysis - Questions to Ask

- What specific needs do we want to address?

- Do we have data which show that these needs exist?

- What will happen if we do not correct this situation?

- What approaches to meeting this need have we considered?

- Is training the best approach to meet our needs? Why?

- What obstacles exist that could make it difficult to develop and implement a training program?

- How can we overcome these obstacles?

Goal Setting - Questions to Ask

- What general training goals do we want the program to achieve?

Program Concept - Questions to Ask

- How should we determine what topics to include in the training program?
- What topics should the program include to help us meet our goals?
- What training resources do we have?
- How much money can we spend on training?
- What training facilities do we have?
- Can we use department materials and equipment in the training program?
- Do we have the skills and/or resources to design and conduct the training?

- Which administrative and staff personnel can help us with the program?

- Can we use our own staff to conduct the training?

- Will we need outside assistance to design and conduct the program?

- Where can we find outside assistance?

- What kind of timeline do we need?

- How soon must the training begin?

- What deadline do we have for completing the training?

- How much training time can we allow?

- How large a block of time during work hours will supervisors and participants allow for training?

- Should we offer the training on department time or employee time?

Gain Support - Questions to Ask

- From which managers and other key constituencies do we need support and commitment?

- What must we do to gain their commitment?

- How do we obtain their financial support?

Training Design - Questions to Ask

- What specific content do we want to teach?

- At what level of behavior, knowledge, performance or attitudes will the participants begin the program?

- What specific performance competencies, or observable changes in behavior, knowledge, performance and attitudes, should participants develop by the end of the program?

- How can we best present the instructional material?

- How much time should we spend on each subject?

- How can we best provide a learning environment supportive to adults?

- How can we best model the concepts we want to teach?

- How can we most actively involve the participants in the learning process?

- Can we conduct the training in a way that builds upon what the participants already know?

- What training materials must we produce?

- In what order should the program content be presented?

- Does the sequence of instruction flow smoothly between subjects?

- Does the sequence of instruction follow a "building-block" approach, with each lesson serving as a foundation for the next lesson?

- When should we evaluate the training program?

- Who should perform the evaluations?

- What evaluation instruments should we use?

- Do the evaluation instruments provide us with specific, discernible data?

- Do the participants seem able to meet the performance objectives?

- Does our design allow us the flexibility to make changes during the course of the program?

- Are there any other specific design issues to address?

Recruitment and Selection - Questions to Ask

- How many staff members at one time can we allow to participate in the training program?

- How should we inform the staff about the program?

- Should we personally recruit participants or rely on recruitment flyers and media announcements?

- What selection process should we follow?

- What selection criteria will we use to select the program participants?

Pre-Implementation/Implementation - Questions to Ask

- Who will conduct the training?

- Where will we conduct the training?

- When will we begin the training program?

- What are the specific meeting times?

- What time off arrangements must we make to ensure participants can attend the training sessions?

Program Evaluation - Questions to Ask

- Should the evaluation procedure include the:
  a) training staff?
  b) participants?
  c) supervisors?

- Who should receive the feedback on the program evaluations?

- What topics should the program evaluation procedure cover?

- Should we continue to follow-up with the participants?

- What form should that follow-up take?

- Should we implement the program again?

Program Dissemination - Questions to Ask

- To whom should we report our training results?

- Should we disseminate information about the program both internal and external to the university?

- What methods should we use to disseminate this information?

THE AUTHORS

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SUGGESTED READINGS

American Council on Education. (1988). Minorities on Campus: A Handbook for Enhancing Diversity. Washington, DC: Author.

This handbook offers strategies for increasing diversity within institutions of higher education. It provides practical planning advice and reviews several success stories from U.S. campuses.

Caffarella, R. S. (1985). A Checklist for Planning Successful Training Programs. Training and Development Journal, 39 (3), 81-84.

This article lists the key components of training programs and describes an integrated planning model that focuses on critical training design issues.

Casner-Lotto, J. (1988). Successful Training Strategies: Twenty-six Innovative Corporate Models. San Francisco: Jossey-Bass.

Casner-Lotto presents several case studies to show how leading companies like IBM, GE and Hewlett-Packard re-shaped their training strategies in response to increased competition and rapidly changing technology.

Diener, T. & Owens, O. (1984). Preparing Women and Minorities for Educational Research and Leadership. Journal of Negro Education, 53, 491-498.

This study describes how training was used to help minorities and women become successful in more challenging positions than their previous jobs.

Fullerton, H. N., Jr. (1988). Labor Force Projections: 1986 to 2000. In Projections 2000, Bulletin 2302 (pp. 17-27). Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

This article presents an analysis of the U.S. labor force through the end of the century. The break-down of the labor force demographics by sex, age and race or ethnic origin identifies potential "trouble spots" in the labor force and points out the need for workforce diversity.

Greer, M. (1988). How to Develop the Blueprint. Performance & Instruction, 27(November-December), 17-21.

This article discusses the value of training "design documents," which are blueprints of the training process, and explains how to create and use them.

Greer, M. (1988). ID Project Management: How to Gather Information. Performance & Instruction, 27(October), 35-37.

The author describes the information gathering stage of a training design project, explains what information is needed and how to obtain it.

Johnston, W. B. & Packer, A. H. (1987). Workforce 2000: Work and Workers for the 21st Century. Indianapolis: Hudson Institute.

The Hudson Institute is a highly esteemed "think tank." This book presents a broad overview of labor force projections and discusses policy implications for the U.S. economy and the U.S. labor force, particularly as policies impact upon training needs and age, sex and racial issues.

Kutscher, R. E. (1988). Overview and Implications of the Projections to 2000. In Projections 2000, Bulletin 2302 (pp. 1-7). Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics.

This article provides an overview of the Department of Labor's labor force projections and discusses some of the national policy implications in terms of age, sex and racial issues.

Mager, R. F. (1984). Goal Analysis. Belmont, CA: Lake Books.

Robert Mager is an acknowledged master in the training field and has written several short, clearly-written books on training subjects. Goal Analysis explains how to translate abstract goals into concrete terms and develop a program to achieve those goals.

Mager, R. F. (1984). Making Instruction Work. Belmont, CA: Lake Books.

This book describes a set of systematic procedures that eases the burden of training program design and provides a tool to ensure that training objectives met efficiently and effectively.

Mager, R. F. (1984). Preparing Instructional Objectives. Belmont, CA: Lake Books.

This popular book provides a detailed, step-by-step process that will help the training developer identify, select and write training objectives that guide program design and participant performance.

Margolis, F. H. & Bell, C. R. (1988). Understanding Training: Perspectives and Practices. San Diego: University Associates.

This book is based on the assumption that organizational missions are best promoted through properly trained employees and it offers guidelines to help supervisors and training developers gain a better understanding of the appropriate use of training in organizations.

Morrison, G. R., Tessmer, M. & Foshay, R. (1988). You Can't Tell the Players Without a Program. Performance & Instruction, 27(October), 5-9.

This article describes how misunderstandings about roles, authority and responsibilities can disrupt the training design process and explains how to avoid this trap.

Murk, P. J. & Wells, J. H. (1988). A Practical Guide to Program Planning. Training and Development Journal, 42(10), 45-47.

This article describes a systems approach to program planning that allows training planners to work on different program phases simultaneously.

Nadler, L. (1982). Designing Training Programs: The Critical Events Model. Reading, MA: Addison-Wesley.

The critical events model provides a flexible and practical framework that actively involves supervisors in the design of effective training programs.

Pearlstein, G. (1988). Gathering Formative Evaluation Data Daily. Performance & Instruction. 27(November-December), 49-50.

This article presents an evaluation strategy developed by the U.S. Department of Labor in which representative trainees are used to collect evaluation data.

Preziosi, R. C. (1988). Improving White Collar Productivity. Info-Line, (#809). Alexandria, VA: American Society for Training and Development.

The author defines white collar workers, explains the principles of productivity and describes several tools to improve productivity.

Raynolds, E. H. (1987) Management Women in the Corporate Workplace: Possibilities for the Year 2000. Human Resource Management, 26, 265-276.

This article examines the difficulty women face in breaking through the "glass ceiling" and discusses strategies to reduce discrimination and provide appropriate opportunities for women.

Rosow, J. M. & Zager, J. M. (1988). Training: The Competitive Edge. San Francisco: Jossey-Bass.

The authors describe detailed case studies from corporations, unions and public agencies that describe innovative training programs and policies.

Stuart, J. A. & Wallace, S. G., Jr. (1988). Analyzing "Affective" Goal Statements. Performance & Instruction, 27(November-December), 10-14.

The authors present a 7-step model to transform "fuzzy" goal statements into a hierarchy of performance objectives.

Thompson, D. E. & DiTomaso, N. (1988). Ensuring Minority Success in Corporate Management. New York: Plenum Press.

This volume focuses on minority achievement in businesses and provides research and practical material to help ensure minority success.

University of Wisconsin System. (1988). Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories. Madison, WI: Author.

This book focuses specifically on faculty, but presents some principles of workforce diversity that can be used in any setting. The book also includes several case studies of successful faculty diversity programs.

Vernon-Gerstenfeld, S. & Burke, E. (1985). Affirmative Action in Nine Large Companies: A Field Study. Personnel, 62 (4), 54-60.

This field study describes affirmative action programs in a variety of industries and discusses the value of including training and employee development in affirmative action plans.

Zemke, R., Gordon, J. & Jones, P. (eds.) (1988). Designing & Delivering Cost-Effective Training. San Diego: University Associates.

Many of the top training experts in the U.S. contributed to this book, which is one of the best-selling books in the training field. It is a well-organized, non-technical reference that touches on every phase of the training program development process.

Zemke, R. & Kramlinger, T. (1982). Figuring Things Out: A Trainer's Guide to Needs and Task Analysis. Reading, MA: Addison-Wesley.

This excellent "How-To" book provides extensive guidelines on why, when and how to conduct task and organizational needs analyses.

Zorn, T. E., Jr. (1984). A Roadmap for Managers as Developers. Training and Development Journal, 38 (7), 71-73.

The model discussed in this article provides a broad picture of the employee development process from a managerial point of view.